DOCUMENT RESUME

ED 106 607 CE 003 779

TITLE	Suggested Guidelines for Career Education Workshops.
INSTITUTION	Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE	18 May 73
NOTE	27p.; Guidelines developed at "Workshop on Workshops" (Seattle, Washington, May 1973)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Career Education; *Guidelines; *Inservice Teacher Education; Planning; *Teacher Workshops

ABSTRACT

A perceived need for teacher inservice workshops aimed at developing the career education effort led to the holding of a Workshop on Workshops in Seattle, Washington, which produced this guide to the preparation and running of inservice workshops to acquaint teachers with career education concepts and with the integration of these concepts into the regular school program. Suggestions are offered for the step-by-step planning of workshops adapted to local needs, within the framework of the following headings: preworkshop, desired workshop participant competencies (attitudes, knowledge, and skills), workshop content, suggested methods and techniques, and post workshop. Techniques suggested by participants at the workshop at which these guidelines were prepared are appended, together with a list of participants, a self-evaluation inventory for teachers, and a suggested pre/posttest for workshop participants. (SA)

ED106607

SUGGESTED GUIDELINES FOR

CAREER EDUCATION WORKSHOPS

SPONSORED BY:
RESEARCH COORDINATING UNIT
GEORGE PILANT, Director
Coordinating Council for Occupational Education

CO-CHAIRMAN AND FACILITATORS:
DEAN F. WAGAMAN, Director
Career Education and Vocational Guidance
Coordinating Council for Occupational Education

RICHARD R. LUTZ, Supervisor
Career Education
Office of the State Superintendent of Public Instruction

COORDINATOR:
DR. SAM PORTER
Western Washington State College

RECORDER:
DR. JIM KIEFERT
Assistant Superintendent, Instruction
Intermediate School District 110

CE 003 779

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

(Guidelines developed at the "Workshop on Workshops"
held May 17-18, 1973 at Sea-Tac Hilton)

CONTENTS

Introduction

Pre-Workshop 3

Desired Workshop Participant Competencies 5

Workshop Content 7

Suggested Methods and Techniques 11

Post-Workshop 15

Appendix A
Techniques Suggested by Participants 17

Appendix B
Participants in the Workshop on Workshops 21

Appendix C
Self-Evaluation Inventory for Teachers 25

Appendix D
Pre-Post Test 29

INTRODUCTION

Throughout the State of Washington there are many people interested in career education to the point that they see the need for teacher inservice workshops. Because of the variety of people trying to meet these needs, there are many divergent thrusts throughout Washington with numerous goals and objectives and little statewide continuity.

To develop continuity in the career education effort, a "Workshop on Workshops" was designed to propose suggested content, methods, and techniques for inservice workshops that will assist teachers in integrating career education into their classrooms. Therefore, educators from throughout the State of Washington, who have in fact put on career education inservice workshops, were brought together to develop this guide, which will assist those interested people who wish to have inservice workshops for their teachers.

This material is meant to be a resource guide. Each situation is completely different, and those items that meet the needs for a particular location and for the time allotted for a workshop should be considered.

Another purpose of the "Workshop on Workshops" was to identify a number of people who can work together to put on or assist in career education workshops. The educators that developed this guide are committed to career education and believe that students in the State of Washington will benefit from the efforts of those schools and teachers

who integrate career education into their curriculum. If assistance is needed to start or revise career education efforts, contact:

Richard R. Lutz, Supervisor
Career Education
Division of Vocational-Technical
and Adult Education Services
Office of State Superintendent
Old Capitol Building
Olympia, Washington 98504
Phone 753-3566

Dean Wagaman, Director
Career Education and
Vocational Guidance
Office of the Coordinating Council
for Occupational Education
216 Old Capitol Building
Olympia, Washington 98504
Phone 753-5677

CAREER EDUCATION:

is a series of experiences within the existing curriculum which equips the individual with

--An awareness of the world of work;

--A favorable attitude towards work;

leading to the ability to select, prepare for, and pursue a career choice.

SUPPORTING STATEMENTS:

- Career education is a part of all subject areas and becomes an integral part of each individual's life experience from early childhood through adult life.

- Career education enables the individual to relate both in-school and out-of-school experiences to personal goals.

- Career education requires a cooperative effort involving parents, educators, the community, and the individual.

- Career education is based upon the concept that the community is an extension of the classroom.

- Career education will expand the individual's knowledge of readily visible careers and offer exploration of less apparent careers.

PRE-WORKSHOP

1. Pre-assess entry-level characteristics of workshop participants (teachers, counselors, administrators):
   a. What they know
   b. What they want
   c. What they need
   d. Who they serve

2. Determine if there is commitment to career education:
   a. Administrative support
   b. Key staff support
   c. National educational commitment

3. Analyze community living and working patterns, school system resources, community resources:
   a. Conduct community survey
   b. Obtain lay advisory committee suggestions

4. Develop goals, objectives and select procedures that will assist workshop participants in developing models, skills, and attitudes which will aid their students in the career development process.

DESIRED WORKSHOP PARTICIPANT COMPETENCIES

To develop a workshop format that is adaptable to local situations, it is desirable to determine the participant competencies that will be developed during the workshop. The following is a list of some suggested workshop participant competencies:

ATTITUDES:

1. Positive attitude toward career development as a sequential and integrated process
2. Openness to change, innovation
3. Interest in how one's subject matter fits into the total life of the person
4. Confidence, willingness and readiness to employ proven as well as innovative programs and methods
5. Commitment to career education

KNOWLEDGE AND SKILLS:

1. Knowledge of career education movement, its definitions, goals, limitations, concepts, theories and resources
2. Ability to convey career education concepts to various publics: students, staff, community, administrators, school boards, etc.
3. Ability to convey the meanings work has held for individuals and societies—provision of needs and the sense of satisfaction and identity

4. Knowledge of change in relation to business and labor in careers and the need for flexibility
5. Understanding of the developmental nature of the career decision process as related to student needs
6. Knowledge of career domains; i.e., self-awareness, career awareness, work and leisure, career planning, career preparation, placement
7. Understanding, theoretical and practical, of the world of work (the role of careers in our society)
8. Knowledge of the world of work beyond one's own preparation and interest areas
9. Knowledge of available systems, models, and resources to implement career education
10. Ability to relate and integrate career education concepts to the total curriculum, sequentially, as related to the child's needs and abilities
11. Ability to select, evaluate, and implement appropriate career education information and activities
12. Ability to allow and encourage student-initiated career explorations
13. Competence in the subject field and the grade level being taught and in the development of basic skills
14. Ability to help the individual identify his or her strengths and weaknesses in relation to career choice
15. Ability to present career education opportunities openly and unbiasedly

WORKSHOP CONTENT

Due to the uniqueness of each location, school and community, and of their needs and problems, workshop content, methods and techniques vary. The following materials are suggested items of consideration for workshop planners and facilitators:

1. What is the philosophy and role of career education?
   a. What career education is
   b. How it is integrated into the total education process
   c. Humanistic importance of career education
   d. Economic implications of career education

2. Why have a career education workshop?
   a. Identify and analyze needs to be met
   b. Determine undeveloped competencies

3. What are the functional relationships?
   a. Between school and community
      1) concurrent relations
      2) future relations
   b. Relationships that exist and can exist within the school system

4. Determine career education resources.
   a. Identify, evaluate and select career education information, activities and materials

b. Identify those community resources that can and will be of assistance

c. Discuss, determine and implement a career education information activity and material dissemination process for local situations

5. Develop a communication system with the general public.

a. Establish needs for community resources

b. Communicate career education to the community

c. Secure commitment from community resource personnel

d. Develop a two-way communication system

6. Stress the effectiveness of action involvement.

a. Demonstrate hands-on methods and techniques

b. Have a show and tell (use experienced national, state and local people)

7. Develop a positive attitude about the dignity of work for all individuals.

a. Become aware of individual values and biases toward certain work

b. Remove old negative beliefs and stereotypes about the world of work

c. Explore ways to help students dispel their biases

d. Explore ways to help students determine individual values

8. Develop a plan of attack

   a. Reaffirm needs

   b. Determine goals

   c. Determine objectives

   d. Outline post-workshop activities

9. How to:

   a. Encourage communication skills

   b. Assist in personal valuing

   c. Develop interpersonal relationships

   d. Deal with self-concepts, humanistic implications

   e. Secure resources, people, materials, funds, facilities

   f. Secure on-the-job field experiences

   g. Identify and clarify present content and methods in preparation for transition to career education

10. Accepted models (participants will be able to describe the key elements common to career education models)

   a. Provide charts, guides, descriptions

   b. Import "authorities" to explain and teach

   c. Visit schools using career education models, activities

   d. Provide vicarious "visiting", films, slides, video tapes, individual or group reports

   e. Other

SUGGESTED METHODS AND TECHNIQUES

The following methods and techniques are suggestions for presenting career education workshops which speak to local needs:

1. Resources needed for career education:
   a. Participants will be asked to describe what resources are needed and what resources they have available for implementing career education, examining existing curriculum for related items, using parent workers, school workers, community workers—have participants list 'workers' they see at school, at home, in the community about their jobs; list facilities of schools, home, business, and tell what kinds of places people work in, give examples, differences, etc.
   b. List equipment, materials, supplies for vicarious experiences.
   c. Use whatever hardware, software you have to help initiate career education activities.
   d. Collect free and scroungeable tools and materials and initiate constructive creative activities, relating them to the world of work. Tell how these materials and processes are used by workers.

2. Suggestions:
   a. Field trips to work sites, library exposure, case studies (examined with guidelines), individualized

methods, role play/simulation

b. Lectures, readings, "experts"

c. In-class experience with tools, materials with concepts of career education, in all disciplines. Try out prototype experiences. Discuss/role play/ testimonials

d. Develop methods to show positive relationships between all disciplines and the world of work

e. Use group dynamics as one alternative to illustrate the development of self-concept and self-awareness; i.e., testing, measurement, inventories; goal versus role identity

f. Organize a task group to develop model teams, by grade/subject/school

g. Follow-up workshops; paid inservice activities; supervision from advisory committee; follow-up studies

h. Field trips/testimonials from world of work; employment service

3. Contract with teachers to complete a certain amount by the end of a specific period of time; part of the contract should be scope and sequence.

4. Get any participant hostilities or misconceptions about career education out in the open immediately.

5. Work in the language and the scene of the learner.

6. Have participants use a decision-making approach to develop their own group projects.

7. Get total staffs to work as units, especially principals and counselors.

8. Procedures or techniques to use should include:

   a. Group process approaches

   b. Resource people

   c. Direct experiences

   d. Films or filming and recording

   e. Field trips

   f. Suggested readings

   g. Self-observation via video tape, peer feedback, etc.

   h. Evaluation

   i. Identification, coordination, evaluation of available information and sources

   j. Involvement in assessment, pre- and ongoing assessment; evaluation for feedback

   k. Simulation

   l. Interviewing

   m. Role playing

   n. Action projects (develop materials and activities; apply; evaluate)

   o. Lecture-discussion

   p. Peer instruction

POST-WORKSHOP

1. Assess the current philosophy of the school to determine its present adequacies and determine the career education implications. Rewrite if necessary. (This should be done yearly.)

2. Assess the current goals of the school to determine its present adequacies and determine the career education implications. Rewrite if necessary. (This should be done yearly.)

3. Evaluate objectives and activities that are presently being used to determine if they are adequate to meet goals and philosophy. Develop strategies to integrate career education objectives and activities into the curriculum. (This should be done yearly.)

4. Assess interdisciplinary educational practices and determine new strategies that will provide career education.

5. Develop pre- and post-evaluation techniques to measure accomplishments or growth of students.

6. Identify, contact, and develop a strategy that utilizes community resources for career education activities.

7. Identify and secure resource materials needed for integration and implementation of career education.

8. Identify, plan, and organize facilities, materials, and transportation for activities both on-site and within the community.

9. Develop a communication system to inform and utilize parental experience.

10. Assess all career education activities continually so that each student's individual needs are met and all students are involved.

11. Advisory committees should be utilized continually throughout the entire process of implementing and integrating career education.

APPENDIX A

TECHNIQUES SUGGESTED BY PARTICIPANTS

. . . A technique used was the contract system; four weeks with participants paid $75 a week. Objective: Teachers to write LAP's. Participants were asked to negotiate a contract for what they hoped to do in this workshop, and contracts were re-evaluated when they did not seem to be realistic. If the teachers did not complete the contract, they did not get paid.

. . . Teams were organized for guidance and curriculum development. Teacher-made materials were used and a comprehensive career education library was developed. Teachers were sent out to visit in other buildings; teachers were encouraged to go to the community and explain what they were doing in the classroom (Chamber of Commerce, P.T.A., etc.). High school students were used to help with younger students. Teachers needed to state their concept of what they wanted to do, using the existing curriculum, and then write learning objectives and prepare learning activities to meet those expectations.

. . . Workshops on career education were held on these topics: trends, student needs, teacher needs, field trips, outside speakers. Teachers, on their own initiative, developed career games and LAP's. A mobile resource unit gives teachers and students an exposure to career education not otherwise financially realistic.

. . . Develop needs; learn by doing; multisensory--teachers developed these programs in summer school sessions and taught them to student teachers in their regular teaching situations.

. . . Junior high school English teachers developed guidelines in two days. The office sent information, goals, and major objectives to them two weeks ahead and asked them to bring any materials they had that were applicable, and the teachers developed guidelines for activities to meet the objectives.

. . . Workshops were held for administrators the first day, community leaders were brought in, and a cadre of teachers in an inservice session K-12, both administrators and teachers; the third day support staff, counselors, librarians, secretaries, custodians, etc., were brought in; the cadre was encouraged to go back and implement career education in their various districts. Follow-up meetings were held with each department, each school, etc., to develop materials for a summer inservice program.

. . . A cadre was developed to give workshops all over the district.

. . . Teams, 4 or 5 from each school, used role playing, assigned them to a line job, visited the occupation or business itself, used follow-up procedures to see what was being done as a result of this preparation. They developed packets of materials to help teachers relate career education to math, language arts, etc. They had teachers list what they felt they could do in each discipline, and go into the schools to work with children in career education to show them things that could be done within the existing curriculum.

. . . It was found that teachers want things to make and do in their classrooms. To allay teachers' fears, children K-8 were brought into the school to do these things to prove they could be done, then teachers went back into their classrooms to try them and develop their own materials.

. . . Teachers listed the things they had gotten out of the workshops that they could take back and use in their classrooms.

. . . Workshops, field trips, writing teams, video taping (over closed circuit TV), and inservice training were used. Used in their workshops were: slides on career education; the film "Future Shock", a media and materials night using not only commercially-made materials, but teacher-made ones, too; a field trip to a community college and vocational-technical school; a TV night where Channel 9 came out and previewed films produced for third grade; a visit was made to Occupational Versatility. A tour is presently planned for teachers that includes the airport, a hotel, a vocational-technical school.

. . . In large school districts it becomes unrealistic to get all schools to integrate career education into their curriculum at one time. Therefore, in one district a time line was projected and the procedure was to contact the building principal first. If the principal showed interest, he was asked to bring in a few teachers to a pre-workshop conference. Then the career education program was presented to the entire faculty. Their career education team was to get a letter of commitment from a specific school, then hold a workshop for the entire faculty.

. . . One district started with a policy statement from the school board that career education would be integrated K-12. They developed an outline, then held a workshop for a cadre of teachers and administrators to plan the program--matrix and overall plan. They found that it was extremely important to use local people and have participant involvement after lunch so they didn't go to sleep!

. . . In an evaluation of one district, it was found that 98% of the teachers who had career education training were using it, but there was no spillover to teachers who had not had the training. Therefore, it is very necessary to get the building principals involved.

. . . It was suggested to begin workshops by showing participants how to handle hostilities--get all hostilities out then not mention them again. Work in the language and the scene of the learner.

. . . Four things are important to bring out in workshops: knowledge of self; knowledge of work and leisure; knowledge of career preparation; knowledge of career planning.

. . . Give teachers a time line. Work in groups of 4-7, encourage another school to attend with them.

. . . Team participation in workshops with principal, teachers, P.T.A. representatives was encouraged.

. . . Awareness of equal opportunity skills for all is necessary. Schools need to develop greater skills over a longer period. There is need of an affirmative action program, outside evaluation, and a strong advisory committee.

. . . It is necessary to get the school board and the superintendent committed because money is needed and unless you have this commitment, you can't do the job.

. . . Higher education is running to keep up with public schools in introducing career education. Student teachers start out writing proposals at once.

. . . Develop a school-by-school action model with all staff involved.

APPENDIX B

PARTICIPANTS IN THE WORKSHOP ON WORKSHOPS

Seattle, May 17 and 18, 1973

Mr. James L. Brooks
Director of Vocational Education
Vancouver School District No. 37
605 North Devine Road
Vancouver, Washington 98661

Mrs. Janet Carlson
Vocational Education
Marysville School District No. 25
1513 Seventh Street
Marysville, Washington 98270

Mr. William W. Cox
Director, Project EVA - Early Vocational Awareness
Highline Public Schools
P. O. Box 66100
Seattle, Washington 98166

Dr. Edward Erickson
Director of Vocational Education
Seattle School District No. 1
2515 Boylston Avenue East
Seattle, Washington 98102

Mr. Bill Evans
Career Education Specialist
Tri-Cities Area Cooperative
200 South Dayton
Kennewick, Washington 99336

Dr. Ron Frye
Career Education Project Director
Cashmere School District
Cashmere, Washington 98815

Dr. Glen Fuglesby
Eastern Washington State College
Cheney, Washington 99004

Mr. Tom Hodgson
Assistant Director of Vocational Education
Seattle School District No. 1
2515 Boylston Avenue East
Seattle, Washington 98102

Mr. Edward F. Jenkins
Career Education
Spokane School District No. 81
West 825 Trent Avenue
Spokane, Washington 99201

Dr. James J. Kiefert
Assistant Superintendent, Instruction
Intermediate School District 110
100 Crockett Street
Seattle, Washington 98109

Dr. Gene Kosy
Central Washington State College
Ellensburg, Washington 98926

Mr. John Lavender
Director, Project Occupational Versatility
Highline Public Schools
P. O. Box 66100
Seattle, Washington 98166

Dr. George Lawrence
Counseling Center, PB-05
1400 NE Campus Parkway - 401 Schmitz Hall
University of Washington
Seattle, Washington 98105

Dr. William McDougall
Department of Education
Cleveland Hall
Washington State University
Pullman, Washington 99163

Dr. Bill McPherson
Western Washington State College
Bellingham, Washington 98225

Mr. Howard Parkhurst
Project GOLD Director/Counselor
Intermediate School District 107
Box 151
Okanogan, Washington 98840

Mr. Jim Paulson
Occupational Education Task Force
2515 Boylston Avenue East
Seattle, Washington 98102

Dr. Sam Porter
Western Washington State College
Bellingham, Washington 98225

Dr. Jim Shoemaker
Washington State University
Pullman, Washington 99163

Mrs. Mary Lou Spear
Conference Coordinator
Intermediate School District 110
100 Crockett Street
Seattle, Washington 98109

Mr. Tom Stiger
Director of Vocational Education
Everett School District No. 2
4730 Colby
Everett, Washington 98202

Mr. Hal Swenson
Career Education
Spokane School District No. 81
West 825 Trent Avenue
Spokane, Washington 99201

Mr. Mike Thorson
Gregory Heights Elementary School
16216 - 19th Avenue S. W.
Seattle, Washington 98146

Mr. Floyd Winegar
Area Vocational Director
Upper Yakima Valley Cooperative
104 North 4th Avenue
Yakima, Washington 98902

Mr. Charles Yackulic
Professor of Education
Seattle University
900 Broadway
Seattle, Washington 98122

APPENDIX C

SELF-EVALUATION INVENTORY FOR TEACHERS

Self-evaluation is very important in determining one's status in any developmental process. The following materials are suggested aids in determining an individual's status. The information gained with the assistance of these tools will help ascertain one's awareness of career education trends and knowledge of materials and resources and the present status of career education within their framework.

SELF EVALUATION INVENTORY FOR TEACHERS K-12

Rate yourself on each item on a scale 1 through 5. Five is the highest rating.

COMPETENCY	1	2	3	4	5
1. I recognize the importance of career education.	___	___	___	___	___
2. I realize that decision-making skills are part of career education.	___	___	___	___	___
3. I understand the career education program of the district and have identified my role.	___	___	___	___	___
4. I can identify:					
A. The national, regional, and local occupational trends.	___	___	___	___	___
B. Measuring devices that assess an individual's interests, attitudes and aptitudes as they relate to future individual career decisions.	___	___	___	___	___
C. Career resource materials and activities (A.V., games, briefs, kits, etc.).	___	___	___	___	___
D. Community resources available for enriching career activities.	___	___	___	___	___
E. Relationships between avocational and occupational interests.	___	___	___	___	___

SELF-EVALUATION INVENTORY FOR TEACHERS IN 7-10

Rate yourself on each item on a scale 1 through 5. Five is the highest rating.

COMPETENCY	1	2	3	4	5
1. I can identify:					
A. Tasks performed by people in various occupations.	—	—	—	—	—
B. Salary levels and working conditions of occupations.	—	—	—	—	—
C. Educational requirements of occupations.	—	—	—	—	—
D. Physical and intellectual requirements of occupations.	—	—	—	—	—
E. Student interests and abilities with compatible occupations.	—	—	—	—	—
F. Vocations that can become avocations and avocations that can become vocations.	—	—	—	—	—
G. Life styles associated with occupations.	—	—	—	—	—
2. I utilize:					
A. Activities fostering wholesome attitudes of work.	—	—	—	—	—
B. Measuring devices to guide student understanding of self-interests, attitudes, aptitudes.	—	—	—	—	—
C. Information on occupational trends from employment services.	—	—	—	—	—
3. I have developed and/or utilized:					
A. Vocational and occupational literature, individualized instructional material, career education teaching materials, community resources.	—	—	—	—	—
B. Classroom activities:					
1. Field trips for career exploration.	—	—	—	—	—
2. Discuss career aspirations with students.	—	—	—	—	—
3. Identify careers related to subject matter.	—	—	—	—	—
4. Student-developed questionnaire to interview workers.	—	—	—	—	—
5. Projects and activities to simulate tasks of real workers.	—	—	—	—	—
6. Make a task analysis of special interest occupations.	—	—	—	—	—
7. Dictionary of Occupational Titles to identify and describe occupations.	—	—	—	—	—
8. Direct students in doing research on occupations using the D.O.T., classified ads, Occupational Outlook Handbook, etc.	—	—	—	—	—
C. Guidance skills to assist in career education.	—	—	—	—	—

SELF-EVALUATION INVENTORY FOR TEACHERS IN K-6

Rate yourself on each item on a scale 1 through 5. Five is the highest rating.

COMPETENCY	1	2	3	4	5
1. I utilize:					
A. Vocational and occupational literature and data.	—	—	—	—	—
B. Individualized instruction material and methods.	—	—	—	—	—
C. A.V. material, games, literature, etc.	—	—	—	—	—
D. Selected resource people in and out of class to promote career awareness.	—	—	—	—	—
E. Developed career awareness teaching methods, materials, and objectives.	—	—	—	—	—
F. Parents of class members in presenting information and promoting career awareness.	—	—	—	—	—
2. I assist students in:					
A. Classroom projects simulating tasks of real workers.	—	—	—	—	—
B. Identifying career opportunities related to teaching units.	—	—	—	—	—
C. Discussing their career aspirations.	—	—	—	—	—
D. Doing research on occupations that are of interest to them.	—	—	—	—	—
E. Using classified ads to identify and describe occupations.	—	—	—	—	—
F. Identifying careers of their parents or guardians.	—	—	—	—	—
G. Developing questionnaires and methods for interviewing parents and others about their careers.	—	—	—	—	—
H. Field trips for career awareness.	—	—	—	—	—
I. Studying occupations of day-to-day employees of local school system.	—	—	—	—	—
J. Identifying the type of tools, clothes, materials and quipment used in various careers.	—	—	—	—	—
3. I have developed tests that measure the achievement of career awareness.	—	—	—	—	—

APPENDIX D

PRE-POST TEST

Circle Your Answer

1. Career education is synonymous with vocational education. Yes No

2. Career education is generally believed to have three phases. Yes No

3. The career cluster concept is a method to organize the 250,000 occupations outlined in the D.O.T. Yes No

4. Career awareness is generally a phase in which grades _____ are involved. K-3 K-6 K-9 K-12

5. Career education should be considered as a separate subject matter area. Yes No

6. Preparing an individual to make career decisions should begin in grades _____. K-3 4-6 7-9 10-12

7. The community is unimportant to the classroom teacher as far as career education is concerned. Yes No

8. Present subject matter areas can be easily related to people in the career they pursue. Yes No

9. Individual value clarification is an important aspect of career education. Yes No

10. I had to guess on _____ of the first nine questions. 0 1 2 3 4 5 more

11. Draw your concept of how the terms below are related. Clearly label all parts.

    TERMS: General education; Vocational education; Career education

12. Some of you may have enrolled in this workshop with specific objectives in mind. In such cases, your workshop facilitator would like to work with you to assist you in achieving those objectives. Please use the back of this page for communicating any special interests.